



IMPORTANT COURSE INFORMATION

Core Competencies for Early Childhood Professionals

Competencies outlined in the Virginia Department of Social Services publication, *Core Competencies for Early Childhood Professionals*, that are addressed in each Early Childhood Endorsement course will be indicated as follows:

CC = Core Competencies

Child Development Associate (CDA) Content Areas

CDA Content Areas addressed in each Early Childhood Endorsement course will be indicated as follows:

CDA = Child Development Associate Content Area



Adult Learning Theory and Methods

Length:	Approximately 2 – 4 hours
Credits:	10 clock hours / 1.0 CEU
Fee:	\$99
Target Audience:	Instructors who provide professional development and training for adult learners
Overview:	This two-part course offers participants a basic overview of adult learning theory and the tools to apply it in the workplace training environment. In part one, Theory and Instructional Design, emphasis will be placed on understanding how adults learn, ways to maximize learning retention, and which methods of training are most effective. Part two, Facilitation Strategies, will provide participants with tools to apply sound facilitation techniques, including managing the adult training environment, encouraging active learning, and applying methods to control disruptive behavior.
Objectives	As a result of completing this course, you will be able to: <ul style="list-style-type: none"> • Identify key characteristics of adult learners. • Apply the principles and practices of adult learning in a training environment. • Design an instructional program. • Create training objectives that are learner-focused. • Practice teaching methods that will engage learners. • Identify evaluation and measurement methods. • Effectively facilitate a training class. • Practice active learning techniques. • Recognize selection criteria for visual aids. • Create and effectively use PowerPoint presentations. • Recognize features of the learning environment that encourage active learning. • Identify techniques to control disruptive behaviors.

CHLD 2011 Ages and Stages of Development for Infants and Toddlers

Length:	60 – 90 minutes
Credits:	4 clock hours / 0.4 CEUs
CC:	II. Understanding Child Growth and Development 1. Basic Child Development
CDA Content:	<ul style="list-style-type: none"> • Physical and Intellectual Development • Principles of Child Development and Learning
Fee:	\$20
Target Audience:	Providers who work with infants and toddlers
Overview:	This course will provide participants with information on the ages and stages of development for infants and toddlers. The primary focus of this course is to explore three needs that are central to the young child's growth: security, exploration, and identity. In addition, this course will address the sequence of developmental milestones and how each influences the other. Finally, the course discusses the characteristics of caregivers, the value of observation, and the importance of communication between caregivers and parents.
Objectives	<ul style="list-style-type: none"> • Define ages and stages of development as applied to infants and toddlers. • Identify and understand physical, language, cognitive, and social/emotional development of infants and toddlers. • Recognize how the physical, language, cognitive, and social/emotional skills are interrelated and how that affects the development of infants and toddlers. • Identify desirable characteristics of infant and toddler caregivers. • Gain insight about why and how we use observation as a way to facilitate a child's growth and development. • Recognize the importance of communication between parents and caregivers and learn effective ways to share developmental information with parents.

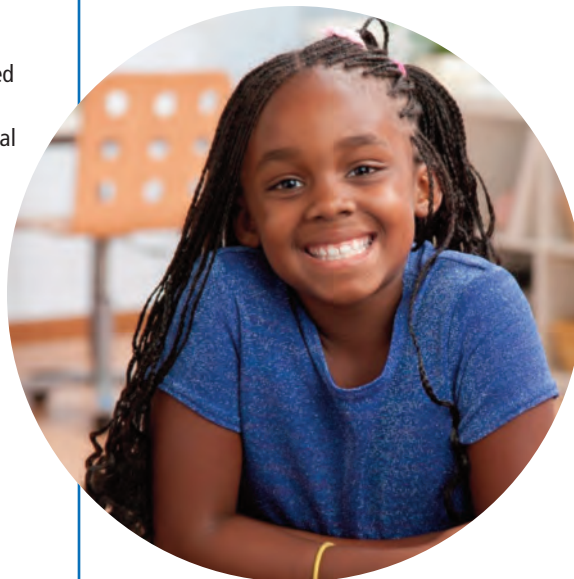


CHLD 2002 Ages and Stages of Development for Preschool Children

- Length:** 60 – 90 minutes
- Credits:** 4 clock hours / 0.4 CEUs
- CC:** II. Understanding Child Growth and Development
1. Basic Child Development
- CDA Content:**
- Physical and Intellectual Development
 - Principles of Child Development and Learning
- Fee:** \$20
- Target Audience:** Providers who work with preschool children
- Overview:** This course discusses the care and development of children ages three to five. This course focuses on the growth and development of preschoolers. The ages and stages of child development are organized into the physical, language, cognitive, and social/emotional domains. In this course participants will learn the reasons for and the means of gaining knowledge about the ages and stages and will examine each of the domains in detail.
- Objectives:**
- Identify and understand desirable characteristics of caregivers of three to five year old children.
 - Gain insight about why and how we study children, including the importance of observation.
 - Define ages and stages and be introduced to the domains of physical, language, cognitive, and social/emotional development.
 - Examine how the different domains are interrelated and how that affects development.
 - Learn effective strategies for sharing developmental information with parents.

CHLD 2079 Ages and Stages of Development for School-Age Children 5 to 8

- Length:** 60 – 90 minutes
- Credits:** 4 clock hours / 0.4 CEUs
- Fee:** \$20
- Target Audience:** Providers who work with school-age children
- Overview:** Participants will learn how to understand and support the continuum of growth and development across various domain areas for children ages 5 to 8.
- Objectives:**
- Identify the developmental characteristics of 5 to 8 year old children.
 - Understand the importance of meeting the developmental needs of 5 to 8 year old children.
 - Discuss the role that relationships play in children's development.
 - Plan and implement activities that support children's development.
 - Recognize the importance of creating environments that support children's needs.
 - Identify ways to involve children and families in activities planning so that expectations and needs of staff, children and families are met.





CHLD 2080 Ages and Stages of Development for School-Age Children 9 to 12

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

Fee: \$20

Target Audience: Providers who work with school-age children

Overview: This course addresses how to understand and be able to support the continuum of growth and development across various domain areas for children ages 9 to 12.

Objectives:

- Identify the developmental characteristics of 9 to 12 year old children.
- Understand the importance of meeting the developmental needs of 9 to 12 year old children.
- Discuss the role that relationships play in children's development.
- Plan and implement activities that support children's development.
- Recognize the importance of creating environments that support children's needs.
- Identify ways to involve children and families in activities planning so that expectations and needs of staff, children and families are met.

CHLD 2018 Beyond Babble: Exploring Early Language Development

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC: II. Understanding Child Growth and Development
1. Basic Child Development

CDA Content:

- Physical and Intellectual Development
- Principles of Child Development and Learning

Fee: \$20

Target Audience: Providers who work with infants and toddlers

Overview: This course will allow participants to gain an understanding of early language development and communication. Participants will explore the physical structures involved in language development; how children acquire language; patterns of typical language development; three key roles adults play in language development; and age-appropriate ways to verbally interact with children.





CHLD 2015 Child Abuse and Neglect: Recognition and Reporting

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC: 1. Health, Safety, and Nutrition Practices
2. Abuse/Neglect

CDA Content: • Safe, Healthy Learning Environment

Fee: \$20

Target Audience: Providers who work with infants, toddlers, and preschool children

Overview: Child care providers will learn how to recognize and manage suspected child abuse and neglect. This course provides instruction on types of abuse and neglect, strategies for responding to suspected child victims and their parents, the child protective services response process, and knowing when and how to report suspected abuse and neglect. Virginia law mandates that child care providers report suspected child abuse and neglect.

CHLD 2084 Child Abuse and Neglect: Recognition and Reporting for School-Age Children

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

Fee: \$20

Target Audience: Providers who work with school-age children

Overview: Child care providers will learn how to recognize and manage suspected child abuse and neglect in a school-age environment. This course provides instruction on types of abuse and neglect, strategies for responding to suspected child victims and their parents, the child protective services response process, and knowing when and how to report suspected abuse and neglect. Virginia law mandates that child care providers report suspected child abuse and neglect.





CHLD 2064 Chronic Health Conditions in Early Childhood

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC: I. Health, Safety, and Nutrition Practices
1. Policies, Practices, and Procedures
5. Health Education

CDA Content: • Safe, Healthy Learning Environment
• Physical and Intellectual Development

Fee: \$20

Target Audience: Providers who work with infants, toddlers and preschool children

Overview: This course will address chronic health conditions including children with special needs, allergies, asthma, diabetes, fetal alcohol syndrome, fetal alcohol effect, lead poisoning, seizure disorders, sickle cell anemia in young children, and the teacher's role in managing chronic health conditions in the group setting. Observing and recording observations made during the daily health check will also be reviewed.

CHLD 2082 Clubs and Special Interest Groups for School-Age Children

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

Fee: \$20

Target Audience: Providers who work with school-age children

Overview: Participants will learn how to help the school-age children in their programs investigate and take an interest in the world - beginning with their own immediate surroundings. This includes developing skills in planning experiences that are meaningful to school-age children, making them feel competent and industrious, and involving them in their communities.

Objectives:

- To develop plans which reflect an understanding of children's special interests and abilities.
- To generate a list of community and world resources that will enable children to investigate their world, including their immediate environment and beyond. These resources may be useful for creating clubs and special interest groups.
- To generate a list of ideas for use with clubs and special interest groups.





CHLD 2065 Controlling Communicable Illness in the Early Childhood Classroom

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC: I. Health, Safety, and Nutrition Practices
1. Policies, Practices, and Procedures
5. Health Education

CDA Content: • Safe, Healthy Learning Environment

Fee: \$20

Target Audience: Providers who work with infants, toddlers and preschool children

Overview: This course will define communicable illness, list the factors required for an infection to be communicable, and discuss control measures that teachers can use to reduce communicable illnesses. The signs and symptoms of childhood communicable illnesses will be addressed. The family's role in controlling the spread of communicable illness will also be discussed.



CHLD 2012 Creating an Appropriate Learning Environment for Infants and Toddlers

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC: V. Learning Environment
1. Overall Learning Environment
2. Learning Strategies
3. Curriculum
5. Physical Environment
6. Materials and Equipment

CDA Content: • Safe, Healthy Learning Environment
• Effective Program Operation

Fee: \$20

Target Audience: Providers who work with infants and toddlers

Overview: This course is designed to identify key elements for creating an appropriate learning environment for infants and toddlers. The primary focus is to explore eight basic qualities of a well-designed infant and toddler space: safety, health, comfort, convenience, child-sized equipment, flexibility and movement. In addition, the course will address the sequence of developmental milestones and how they must be considered when planning an appropriate environment. Finally, the course will describe how to develop and organize a daily plan for young infants, mobile infants, and toddlers.

Objectives:

- Realize the importance of considering the physical, language, cognitive and social/emotional domains of infants and toddlers when planning an appropriate learning environment.
- Recognize the importance of creating sensory rich and interactive surroundings for young infants, mobile infants and toddlers.
- Identify the basic features for indoor and outdoor environments for young infants, mobile infants and toddlers.
- Learn criteria for selecting various types of materials and equipment needed for young infants, mobile infants and toddlers.
- Identify health and safety issues related to young infants, mobile infants and toddlers.
- Learn how to organize a daily plan for young infants, mobile infants and toddlers.



CHLD 2003

Creating an Appropriate Learning Environment for Preschool Children

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC: V. Learning Environment
 1. Overall Learning Environment
 2. Learning Strategies
 3. Curriculum
 5. Physical Environment
 6. Materials and Equipment

CDA Content: • Safe, Healthy Learning Environment
 • Effective Program Operation

Fee: \$20

Target Audience: Providers who work with preschool children

Overview: This course establishes a basis for understanding how the environment impacts children's growth and development. This session provides participants with information related to planning and establishing an environment that encourages independence, exploration, and skill development for preschool children. It will also present information on selecting materials that are appropriate for children who represent a wide range of skills and knowledge. In addition, the importance of the daily schedule is presented as an integral part of establishing a constructive environment for preschool children.

Objectives

- Review the physical, language, cognitive, and social/emotional developmental domains of preschool children.
- Gain insight into how aspects of the environment affect children's development.
- Learn how to assess the child care environment and evaluate the daily schedule.
- Learn how to plan an environment that supports the positive behavior of preschoolers.
- Describe how the developmental domains should be considered when selecting, storing, and arranging materials.

CHLD 2078

Creating an Appropriate Learning Environment in School-Age Child Care

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

Fee: \$20

Target Audience: Providers who work with school-age children

Overview: This course is designed to assist school-age child care providers in creating meaningful, motivating, and productive environments for school-age children ages 5 to 12. The course provides an overview of the physical, social-emotional, and cognitive developmental characteristics of school-age children and how learning environments can impact their level of engagement in activities. In addition, the course will address ways to plan the use of space in varied settings, whether they are dedicated to school-age child care or shared space environments. The course provides information guiding the selection and display of materials, and implementing flexible scheduling.

Objectives:

- Describe the developmental characteristics of school-age children.
- Recognize how the developmental characteristics of school-age children are impacted by the environment of the school-age child care setting.
- Plan for ways to use space in a variety of settings whether the space is in a school, community center, child care center, family home care, or other setting.
- Practice strategies of selecting and arranging materials for school-age children.
- Utilize the principles of effective scheduling to develop flexible schedules for school-age programming.



CHLD 2073 Creative, Healthy Cooking with Young Children

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC: I. Health, Safety, and Nutrition Practices
3. Nutrition and Dietary Practices
V. Learning Environment
3. Curriculum

CDA Content: • Safe, Healthy Learning Environment
• Physical and Intellectual Development

Fee: \$20

Overview: This course will demonstrate how cooking can be done in the classroom setting with very little equipment. It emphasizes how cooking can help children learn about new foods, become more willing to try new foods, and learn many different types of early academic skills.

CHLD 2060 Creative Junk for Fun and Learning

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC: V. Learning Environment
2. Learning Strategies
6. Materials and Equipment

CDA Content: • Physical and Intellectual Development

Fee: \$20

Overview: This course will focus on how found items (junk) can be used to help children develop their creativity. Ideas for teachers to develop classroom materials from found items will be presented. Participants will also learn how using found items can extend the budgets of child care centers.





CHLD 2074 Developing Healthy Habits in Young Children

- Length:** 60 – 90 minutes
- Credits:** 4 clock hours / 0.4 CEUs
- CC:**
- I. Health, Safety, and Nutrition Practices
 - 1. Policies, Practices, and Procedures
 - 4. Communication with Families
 - 5. Health Education
 - II. Understanding Child Growth and Development
 - 1. Basic Child Development
- CDA Content:**
- Safe, Healthy Learning Environment
 - Productive Partnerships with Parents
 - Principles of Child Development and Learning
- Fee:** \$20
- Target Audience:** Providers who work with infants, toddlers and preschool children
- Overview:** This course will present a series of Healthy Habits for children to develop early in life so they can become lifelong habits. It will address day-to-day skills children need to remain healthy and safe as they go from early childhood to adulthood, including exercise, cleanliness, eating appropriately and getting the appropriate amount of rest.

CHLD 2090 Early Childhood Theorists

- Length:** 90 – 120 minutes
- Credits:** 6 clock hours / 0.6 CEUs
- CC:**
- II. Understanding Child Growth and Development
 - 1. Basic Child Development
 - 2. Typical and Atypical Development
 - 3. Individual Differences
 - 4. Influences on Development
- CDA Content:**
- Physical and Intellectual Development
 - Social and Emotional Development
 - Principles of Child Development and Learning
- Fee:** \$20
- Target Audience:** Providers who work with infants, toddlers and preschool children
- Overview:** Within the context of a historical perspective, this course provides an overview of the major theorists and others whose ideas contributed to the field of early childhood education and child development. The course also includes examples and illustrations of the application of these ideas and theories in programs that serve young children.
- Objectives:**
- Describe the difference between practice based on research and practice based on personal opinion.
 - Explain why our Code of Ethics requires that we study child development theory.
 - Identify contributions of influential people whose ideas have helped to shape our view of children and our approaches to working with them.
 - Identify contributions of major theorists and how their research informs the practice of working with young children.
 - Discuss how child development research is used to advocate for children.
 - Describe major theories of social/emotional development and understand how this research helps us to understand behavior and personality development.
 - Demonstrate how to use modeling to eliminate negative behaviors or to teach a new behavior.
 - Describe how children demonstrate their intelligences within an early care and education setting.
 - Explain the major theories of cognitive development and how the research helps us to plan appropriate activities for children.
 - Recognize the role of contextual theories in explaining the nature vs. nurture debate.



CHLD 2072

Ethics for Early Childhood Professionals

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC: VI. Effective Interactions
1. Relationships
4. Communication
6. Family Collaboration
VII. Program Management
4. Human Resources Management
6. Families and Community
VIII. Teacher Qualifications & Professional Development
4. Ethics

CDA Content: • Productive Relationships with Parents
• Effective Program Operation
• Professionalism

Fee: \$20

Target Audience: Providers who work with infants, toddlers and preschool children

Overview: This course focuses on ethics as it relates to children in early childhood environments, how children are talked to about ethical issues, and how information is presented to parents. Lillian Katz's *Stages of Professional Development* will also be reviewed.

HLTH 2124

Exploring Brain Development

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC: II. Understanding Child Growth and Development
1. Basic Child Development
4. Influences on Development

CDA Content: • Physical and Intellectual Development

Fee: \$20

Target Audience: Providers who work with infants, toddlers and preschool children

Overview: This course offers an introduction and overview of the human brain as it relates to child care and the ages and stages of development.

Objectives: • Learn the function and physical makeup of the brain.
• Explain the "Windows of Learning" associated with language acquisition, large/small motor skills, reading comprehension, and social skills.
• Realize the importance of nurturing for successful brain development.





CHLD 2089 Facilitating Brain Development in Young Children

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC: II. Understanding Child Growth and Development
1. Basic Child Development
4. Influences on Development
5. Strategic Facilitation of Development
V. Learning Environment
2. Learning Strategies

CDA Content: • Physical and Intellectual Development
• Social and Emotional Development
• Principles of Child Development and Learning

Fee: \$20

Target Audience: Providers who work with infants, toddlers and preschool children

Overview: This course provides background information about the major parts and functions of the brain and the impact of neglect on the development of the brain in young children from birth to age five. The stages of brain development in infants, toddlers and preschoolers will be presented through the physical, cognitive, language and social-emotional domains. Participants will discover the crucial role they have in planning and creating an environment that will enhance the brain development of children in their care. Participants will learn strategies and activities enabling them to facilitate the brain development of the children in their early childhood settings.

CHLD 2070 Food Safety in the Child Care Environment

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC: I. Health, Safety, and Nutrition Practices
1. Policies, Practices, and Procedures
3. Nutrition and Dietary Practices
5. Health Education
II. Understanding Child Growth and Development
1. Basic Child Development

CDA Content: • Safe, Healthy Learning Environment
• Physical and Intellectual Development
• Social and Emotional Development

Fee: \$20

Target Audience: Providers who work with infants, toddlers, preschool and school-age children

Overview: This course addresses aspects of food safety related to personal hygiene, food preparation and storage. Foods that are choking hazards will be reviewed. Cooking activities to use with children will be included.





CHLD 2014 Guiding the Behaviors of Infants and Toddlers

- Length:** 60 – 90 minutes
- Credits:** 4 clock hours / 0.4 CEUs
- CC:** II. Understanding Child Growth and Development
1. Basic Child Development
- CDA Content:** • Physical and Intellectual Development
• Principles of Child Development and Learning
- Fee:** \$20
- Target Audience:** Providers who work with infants and toddlers
- Overview:** This course is designed to identify the behavioral characteristics and temperaments of infants and toddlers; to define the differences between guidance and punishment; and to learn age-appropriate strategies and techniques for use with infants and toddlers. The primary focus of this course is to recognize the factors that affect behaviors, to recognize behaviors that are expected to naturally occur, and to recognize that the caregiver's response affects the outcome of the behavior or guidance technique. In addition, the course will address the sequence of developmental milestones, how these milestones influence the caregiver's response behaviors, and provide participants with appropriate behavioral strategies.
- Objectives:**
- Identify behavioral characteristics of young infants, mobile infants, and toddlers.
 - Discuss the different temperaments of infants and toddlers.
 - Describe the difference between guidance and punishment.
 - Recognize external factors that influence the behaviors of young infants, mobile infants, and toddlers.
 - Recognize appropriate caregiver's responses to the behaviors of young infants, mobile infants, and toddlers.
 - Identify alternative strategies for guiding the behavior of young infants, mobile infants, and toddlers.
 - Discuss common behaviors that require special attention.

CHLD 2005 Guiding the Behaviors of Preschool Children

- Length:** 60 – 90 minutes
- Credits:** 4 clock hours / 0.4 CEUs
- CC:** VI. Effective Interactions
1. Relationships
4. Communication
5. Guidance
- CDA Content:** • Social and Emotional Development
- Fee:** \$20
- Target Audience:** Providers who work with preschool children
- Overview:** This course will explore the ages and stages of development for the 3 to 5 year old child and examine the role a provider plays in guiding the behavior of the preschool-age child. Positive behavior support, misbehavior, and strategies to change inappropriate behavior will be discussed.
- Objectives:**
- Learn the definition of positive behavior support and how this differs from punishment.
 - Learn what factors impact the behavior of three to five year old preschoolers.
 - Understand why misbehavior occurs and learn ways to prevent it.
 - Identify strategies to change inappropriate behavior and encourage behavior that is appropriate for preschoolers.
 - Learn techniques for sharing concerns about behavior with parents, and sharing behavioral strategies for use at home.



CHLD 2048 Guiding the Behaviors of School-Age Children

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

Fee: \$20

Target Audience: Providers who work with school-age children

Overview: This course is designed to enhance the child care provider's ability to use positive guidance strategies in working with school-age children.

Objectives

- Identify basic milestones of school-age children's social/emotional and cognitive development.
- Explore the difference between discipline and punishment.
- Recognize the relationship between discipline and self-control/guidance.
- Develop positive guidance strategies.
- Identify strategies for avoiding negative situations.
- Develop a plan that includes family input and coordinated strategies to guide children's behavior.

CHLD 2063 Health Makes a Difference in Early Childhood

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC:

- I. Health, Safety, and Nutrition Practices
 1. Policies, Practices, and Procedures
 3. Nutrition and Dietary Practices
 4. Communication with Families
 5. Health Education
- II. Understanding Child Growth and Development
 1. Basic Child Development
 4. Influences on Development
- III. Appropriate Child Observation and Assessment
 1. Assessment Plan and Procedures

CDA Content:

- Safe, Healthy Learning Environment
- Observing and Recording Children's Behavior
- Principles of Child Development and Learning

Fee: \$20

Target Audience: Providers who work with infants, toddlers and preschool children

Overview: This course addresses factors influencing children's health, the concepts of preventive health and promoting a healthy lifestyle for children and families. Child growth and development will be reviewed as it relates to potential health issues. The role of observation in daily health checks and screenings will be discussed. The need for written policies in the area of health issues in child care will also be presented.





CHLD 2016 Health Screening for Child Care Professionals

- Length:** 60 – 90 minutes
- Credits:** 4 clock hours / 0.4 CEUs
- CC:** I. Health, Safety, and Nutrition Practices
1. Policies, Practices, and Procedures
5. Health Education
- CDA Content:** • Safe, Healthy Learning Environment
- Fee:** \$20
- Target Audience:** Providers who work with infants, toddlers, preschool children, and school-age children
- Overview:** This course satisfies the training requirements specified in the Standards for Licensed Child Day Centers. The course provides instruction in daily health observation, excluding children for illness, preventing infections, communicable diseases, vaccine-preventable diseases, immunizations, OSHA health and safety practices, and the provider's role in reporting diseases. While the class is required for providers who work in licensed child day centers and who perform the daily health observation of children, it is beneficial for all child care providers.
- Objectives:**
- Conduct the daily health observation of children.
 - Determine how diseases spread and ways to reduce their spread (e.g., proper hand washing and diapering, proper food handling, cleaning, and disinfecting).
 - Identify when to exclude a child from the child care facility for illness.
 - Discuss specific communicable diseases and how they are spread.
 - Identify vaccine preventable diseases and immunization requirements.
 - Describe OSHA staff occupational health and safety practices that protect against exposure to bloodborne pathogens.
 - Discuss the provider's role in reporting diseases of public health importance.

CHLD 2083 Homework, Holiday and Summer Activities for School-Age Children

- Length:** 60 – 90 minutes
- Credits:** 4 clock hours / 0.4 CEUs
- Fee:** \$20
- Target Audience:** Providers who work with school-age children
- Overview:** This course addresses how successful school-age programs must be based on the needs and interests of the school-age children being served. Participants learn about setting up and monitoring a homework program that will support and encourage school-age children to do their homework and learn through the process. Participants will explore ways to plan activities and thematic projects for those longer child care days during holiday vacations and summer sessions.





CHLD 2058 Incorporating Creativity into Early Childhood Curricula

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC: V. Learning Environment
3. Curriculum

CDA Content: • Physical and Intellectual Development
• Effective Program Operation

Fee: \$20

Target Audience: Providers who work with infants, toddlers and preschool children

Overview: This course focuses on how the curriculum that encourages creativity the most in young children is an integrated, whole curriculum. In an integrated curriculum the artificial divisions among content areas are reduced. In an integrated curriculum the children are able to experience learning as a whole. Any curriculum can be infused with creative activities that stimulate and motivate children to want to learn.

CHLD 2069 Making Meal Times Fun in the Early Childhood Classroom

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC: I. Health, Safety, and Nutrition Practices
3. Nutrition and Dietary Practices
4. Communication with Families
5. Health Education
II. Understanding Child Growth and Development
1. Basic Child Development

CDA Content: • Physical and Intellectual Development
• Principles of Child Development and Learning

Fee: \$20

Target Audience: Providers who work with infants, toddlers and preschool children

Overview: This course focuses on appropriate meal time and nutritional practices for providers who work with young children. Healthy nutrition and food choices will be addressed, as well as feeding practices and strategies to make meal times enjoyable for children and adult caregivers. Providing for children with special nutrition needs will also be reviewed. Participants will learn how to use songs, poems, books and finger plays to promote healthy eating for young children.





CHLD 2067

Management of Injuries and Acute Illness in Early Childhood

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC: I. Health, Safety, and Nutrition Practices
1. Policies, Practices, and Procedures
5. Health Education

CDA Content: • Safe, Healthy Learning Environment
• Effective Program Operation

Fee: \$20

Target Audience: Providers who work with infants, toddlers and preschool children

Overview: This course will examine the difference between emergency care and first aid. A review of the ABCs for assessing emergencies will be conducted. The teacher's role and responsibilities as they relate to management of unintentional injuries and acute illness will be discussed.



CHLD 2056

Movin' and Groovin': Using Movement to Help Young Children Learn

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC: II. Understanding Child Growth and Development
1. Basic Child Development
V. Learning Environment
2. Learning Strategies
3. Curriculum

CDA Content: • Physical and Intellectual Development
• Social and Emotional Development

Fee: \$20

Target Audience: Providers who work with infants, toddlers and preschool children

Overview: This course will focus on how young children seem to be in constant motion and how teachers of young children can use that propensity for motion to facilitate learning. Participants will learn how movement activities combine this natural inclination with activities that stretch imaginations, exercise muscles, contribute to the formation of spatial and temporal concepts, and build respect for the uniqueness and ideas of others.



CHLD 2055 Music in the Early Childhood Classroom

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC:

- V. Learning Environment
- 2. Learning Strategies
- 3. Curriculum
- 6. Materials and Equipment

CDA Content:

- Physical and Intellectual Development
- Social and Emotional Development

Fee: \$20

Target Audience: Providers who work with infants, toddlers and preschool children

Overview: This course will focus on how children have an innate, spontaneous affinity to music, which makes this a natural element to incorporate into the early childhood curriculum. Participants will learn how to incorporate music into children's everyday play and exploration, not only as an activity to be carried out during a special music time. The course will identify ways to expose young children to the components of music (e.g., rhythm, pitch).

CHLD 2006 Nurturing Productive Partnerships with Parents

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC:

- I. Health, Safety, and Nutrition Practices
- 4. Communication with Families
- III. Appropriate Child Observation and Assessment
- 2. Communication with Families
- IV. Partnering with Families and Community
- 1. Knowing and Respecting Families
- 2. Communication
- 3. Collaborative Community Partnerships
- 4. Nurturing Families as Advocates
- VI. Effective Interactions
- 6. Family Collaboration

CDA Content:

- Productive Relationships with Parents

Fee: \$20

Target Audience: Providers who work with infants, toddlers and preschool children

Overview: This course is designed to enhance the early childhood professional's skills and ability to establish positive, productive partnerships with parents. The course will identify the principles of effective communication with parents and discuss techniques and strategies for dealing with difficult parent-teacher situations.





CHLD 2068 Nutritional Guidelines in Early Childhood

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC: I. Health, Safety, and Nutrition Practices
1. Policies, Practices, and Procedures
3. Nutrition and Dietary Practices
5. Health Education

CDA Content: • Safe, Healthy Learning Environment
• Effective Program Operation

Fee: \$20

Target Audience: Providers who work with infants, toddlers and preschool children

Overview: This course focuses on nutritional guidelines for children and why they are important. The *My Plate Model* will be presented and activities to use with young children related to the *My Plate Model* will be provided. Guidelines related to children's nutrition needs, including: (1) meeting children's health needs, (2) respecting children's food choices, and (3) encouraging children to enjoy healthful foods will also be addressed.



CHLD 2007 Observation and Recording in Early Childhood

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC: III. Appropriate Child Observation and Assessment
1. Assessment Plan and Procedures
2. Communication with Families
3. Confidentiality

CDA Content: • Observing and Recording Children's Behavior

Fee: \$20

Target Audience: Providers who work with infants, toddlers and preschool children

Overview: Learning the fine art of observation and recording of children's behavior allows the child care professional to gain a greater understanding of the children in her/his care to enhance curriculum, plan and adapt the classroom or home environment, provide staff and parents with insight into each child's interests, develop children's social skills, and manage challenging behaviors. Methods of observation and the pros and cons of various types of recording tools will be discussed. The course will assist professionals in incorporating the skill of accurately and objectively observing and recording children's behavior in various settings.



CHLD 2076 Observation and Recording of School-Age Children

- Length:** 60 – 90 minutes
- Credits:** 4 clock hours / 0.4 CEUs
- Fee:** \$20
- Target Audience:** Providers who work with school-age children
- Overview:** This course addresses tools that school-age program providers can use when documenting children's activities and behaviors. Each tool can be used in a variety of environments, and each can be especially useful in before and after school programs. This course also explores the importance of documenting children's activities, their progress and certain behaviors in order to individualize strategies for each child. Participants will learn how to analyze and plan appropriate activities that will enhance each child's development during their formative years.
- Objectives:**
- Discuss why observation and recording information about school-age children is critical to supporting planning and teaching strategies.
 - Acknowledge the role the observation process plays when developing activities for small group and large group activities.
 - Analyze the cyclical nature of planning and offering activities, observing children's actions and learning processes, documenting results, and evaluating for future lessons and activities.
 - Identify several observational tools and describe appropriate ways to use each tool.
 - Recognize that each observational tool can be used in various settings and discern when each tool can be used effectively.
 - Identify how personal biases affect provider's interpretation of children's behaviors and children's progress.

CHLD 2059 Observing and Recording the Creative Process in Young Children

- Length:** 60 – 90 minutes
- Credits:** 4 clock hours / 0.4 CEUs
- CC:**
- II. Understanding Child Growth and Development
 - 1. Basic Child Development
 - III. Appropriate Child Observation and Assessment
 - 1. Assessment Plan and Procedures
 - V. Learning Environment
 - 3. Curriculum
- CDA Content:**
- Physical and Intellectual Development
 - Social and Emotional Development
 - Observing and Recording Children's Behavior
- Fee:** \$20
- Target Audience:** Providers who work with infants, toddlers and preschool children
- Overview:** This course addresses how observation is one of the best methods to determine the progress made by children in the area of creativity. Appropriate methods of observation including anecdotal records, checklists, and recording project work will be reviewed. Participants will also learn to develop portfolios of children's work and use it in analyzing a child's development through the year. The importance of the creative process versus the product will also be discussed.



CHLD 2077 Partnerships with Parents of School-Age Children

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

Fee: \$20

Target Audience: Providers who work with school-age children

Overview: This course is designed to enhance participants' skills and ability to establish positive, productive partnerships with parents. The course will identify the principles of effective communication with parents and discuss techniques and strategies for dealing with difficult parent-teacher situations.

Objectives

- Gain an understanding of the roles of the teacher and the parent in the school-age child care relationship.
- Identify and use principles of effective communication with parents.
- Discuss and experience effective communication tools such as parent-teacher conferences, portfolio/anecdotal notes, newsletters and bulletin boards.
- Learn techniques and strategies for dealing with difficult parent-provider situations.
- Identify strategies designed to increase parent involvement.

CHLD 2061 Pinch, Pull, Twist, and Turn – Small Motor Development in Early Childhood

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC:

- V. Learning Environment
2. Learning Strategies
3. Curriculum

CDA Content:

- Physical and Intellectual Development
- Effective Program Operation
- Principles of Child Development and Learning

Fee: \$20

Target Audience: Providers who work with infants, toddlers and preschool children

Overview: This course will focus on the development of small motor skills using creative materials and activities. Participants will develop an understanding of how perceptual development can be enhanced through small muscle activity.





CHLD 2013 Planning Activities for Infants and Toddlers

- Length:** 60 – 90 minutes
- Credits:** 4 clock hours / 0.4 CEUs
- CC:** V. Learning Environment
 1. Overall Learning Environment
 2. Learning Strategies
 3. Curriculum
- CDA Content:** • Safe, Healthy Learning Environment
 • Effective Program Operation
- Fee:** \$20
- Target Audience:** Providers who work with infants and toddlers
- Overview:** This course is designed to identify age and stage appropriate play experiences for infants and toddlers by defining the role of infant/toddler caregivers. Developmental domains will be discussed as they relate to play experiences. The course will identify the characteristics of appropriate play experiences of infants and toddlers and introduce participants to guidelines for selecting and constructing appropriate play materials.
- Objectives:**
- Understand the role of infant and toddler caregiver.
 - Identify the characteristics of appropriate play experiences for infants and toddlers.
 - Recognize the importance of developmental domains as they relate to play experiences.
 - Learn guidelines for selecting and constructing appropriate play materials for infants and toddlers.
 - Plan play experiences that enhance the development of infants and toddlers.

CHLD 2004 Planning Appropriate Activities for Preschool Children

- Length:** 60 – 90 minutes
- Credits:** 4 clock hours / 0.4 CEUs
- CC:** V. Learning Environment
 1. Overall Learning Environment
 2. Learning Strategies
 3. Curriculum
- CDA Content:** • Safe, Healthy Learning Environment
 • Effective Program Operation
- Fee:** \$20
- Target Audience:** Providers who work with preschool children
- Overview:** This course will allow the participants to use their knowledge of the characteristics of preschool children to better understand the reasons for and process of developing thematic units to guide learning. Long-term and short-term goals will be addressed, and participants will learn the web technique for creating and presenting age and stage appropriate activities in a thematic unit based on these goals. Participants will also learn how to share this information with parents and how to encourage their involvement in the thematic activities.
- Objectives:**
- Review the characteristics of preschool children, ages three to five, and describe how these characteristics should be considered when planning activities.
 - Develop appropriate long-term and short-term goals for preschool children that address development in all domains (physical, language, cognitive, and social/emotional).
 - Learn the importance of using thematic units in guiding the learning of preschoolers.
 - Plan and organize an effective means of presenting thematic activities.
 - Learn techniques for sharing goals with parents.



CHLD 2081 Planning Appropriate Activities for School-Age Children

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

Fee: \$20

Target Audience: Providers who work with school-age children

Overview: This course is designed to provide an overview of the physical, social-emotional, and cognitive developmental characteristics of school-age children and how learning about each child in the program is instrumental in providing a wide variety of activities and projects that will motivate these school-age children to participate. This course provides the participant with experiences to plan appropriate activities for school-age children for stand-alone activities and thematic projects and activities. It presents information related to normal growth and development and how this development is impacted and enhanced by program activities. This course also presents information and strategies to enable participants to plan meaningful activities for and with school-age children, ages 5 to 12, to enrich and extend learning experiences.

CHLD 2009 Preventing Injuries in the Child Care Environment

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC: I. Health, Safety, and Nutrition Practices
1. Policies, Practices, and Procedures
5. Health Education

CDA Content: • Safe, Healthy Learning Environment

Fee: \$20

Target Audience: Providers who work with infants, toddlers and preschool children

Overview: This course will raise awareness about keeping the child care environment safe for children, including preventing falls, burns, choking, suffocation, strangulation and injuries related to products, toys, furniture, water, transportation and pedestrian injuries; and ensuring active supervision. Information that is required by the Standards for Licensed Child Day Centers and the Minimum Standards for Licensed Family Day Homes on safety and injury prevention in the child care environment will be included.





CHLD 2086 Preventing Injuries in the School-Age Environment

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

Fee: \$20

Target Audience: Providers who work with school-age children

Overview: This course will raise awareness about keeping the school-age child care environment safe and ensuring active supervision for children, including preventing falls, burns, choking, suffocation, strangulation and injuries related to products, toys, furniture, water, transportation and pedestrian injuries. Information that is required by the Standards for Licensed Family Day Homes will be included.



CHLD 2051 Promoting Creativity and Including All Children

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC:

- II. Understanding Child Growth and Development
 - 1. Basic Child Development
- III. Appropriate Child Observation and Assessment
 - 1. Assessment Plan and Procedures
- V. Learning Environment
 - 3. Curriculum

CDA Content:

- Physical and Intellectual Development
- Social and Emotional Development
- Observing and Recording Children's Behavior

Fee: \$20

Target Audience: Providers who work with infants, toddlers and preschool children

Overview: This course addresses how young children need knowledge and skills to express their creative potential. Thus, an important goal for the early childhood teacher is to provide an adequate base of knowledge and skills for children, while at the same time providing an environment that encourages creative thinking in the use of the knowledge and skills. During the course participants will examine how any curriculum can be modified to promote creativity and how all children can be included. By observing and recording information about each child's knowledge base and interests the teacher can plan activities that stimulate and encourage creativity.



CHLD 2008 Reframing Discipline

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC: VI. Effective Interactions
1. Relationships
4. Communication
5. Guidance

CDA Content: • Social and Emotional Development

Fee: \$20

Target Audience: Providers who work with infants, toddlers and preschool children

Overview: This course provides ways that participants can connect with children who have behavior challenges to help them engage, learn, and get along with others. Participants will learn how to examine their own attitudes related to discipline and change the way they deal with children from a reactive mode to a teaching mode so children can learn more appropriate behaviors. The course will provide adults with the skills necessary to move from seeing a "problem child" to seeing "problem behavior."

CHLD 2052 Roles of Imagination, Play and Dramatic Play in Early Childhood

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC: II. Understanding Child Growth and Development
1. Basic Child Development
5. Strategic Facilitation of Development
V. Learning Environment
2. Learning Strategies
3. Curriculum
6. Materials and Equipment
VI. Effective Interactions
1. Relationships
3. Group Interactions

CDA Content: • Physical and Intellectual Development
• Social and Emotional Development

Fee: \$20

Target Audience: Providers who work with infants, toddlers and preschool children

Overview: This course will examine how imagination, thinking and sharing play a role in the development of creativity. Important components of creative thinking will be presented. How play is critical in the child's learning environment will be discussed and the stages of play will be presented. Why it is important for teachers and parents to understand play will be explored.



CHLD 2066 Safety in a Quality Early Childhood Environment

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC:

- I. Health, Safety, and Nutrition Practices
 - 1. Policies, Practices, and Procedures
 - 2. Communication with Families
 - 5. Health Education
- II. Understanding Child Growth and Development
 - 1. Basic Child Development

CDA Content: • Safe, Healthy Learning Environment
• Principles of Child Development and Learning

Fee: \$20

Target Audience: Providers who work with infants, toddlers and preschool children

Overview: This course will describe ways of making a child's environment safe. The four basic principles of classroom safety management will be presented. The role of negligence in classroom safety issues will be examined. Age and stage issues related to safe classrooms will be reviewed.

CHLD 2057 Storytelling in the Early Childhood Curriculum

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC:

- V. Learning Environment
 - 2. Learning Strategies
 - 3. Curriculum

CDA Content: • Physical and Intellectual Development

Fee: \$20

Target Audience: Providers who work with infant, toddlers and preschool children

Overview: The focus of this course is the dynamic connection between storytelling and literacy and how the ancient art of storytelling is a vital way to inspire children's imaginations as well as language and listening skills. Different methods of storytelling, sources of stories and props for storytelling will be presented. Books and creative presentations of them for children and by children will be discussed, as well as incorporating puppetry, flannel boards and other props into the storytelling process.





CHLD 2071

Teaching Young Children about Health, Safety and Nutrition

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC: I. Health, Safety, and Nutrition Practices
5. Health Education

CDA Content: • Safe, Healthy Learning Environment
• Professionalism

Fee: \$20

Target Audience: Providers who work with infants, toddlers and preschool children

Overview: This course addresses appropriate topics to include in teaching children about health, safety and nutrition issues. How to develop a lesson plan for teaching health, safety and nutrition concepts will be presented. The importance of including families in the children's learning experiences will also be discussed.

CHLD 2054

Three-Dimensional Creative Activities for Young Children

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC: V. Learning Environment
2. Learning Strategies
6. Materials and Equipment

CDA Content: • Physical and Intellectual Development

Fee: \$20

Target Audience: Providers who work with infants, toddlers and preschool children

Overview: This course addresses how young children use three-dimensional media to produce artwork that has depth, height, and solidity in addition to color and shape. Just like graphic arts, three-dimensional projects can be abstract or representational. Play dough and clay, collage, and woodworking are examples of three-dimensional activities that will be examined in the course.





CHLD 2053 Two-Dimensional Creative Activities for Young Children

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC: V. Learning Environment
2. Learning Strategies
6. Materials and Equipment

CDA Content: • Physical and Intellectual Development

Fee: \$20

Target Audience: Providers who work with infants, toddlers and preschool children

Overview: This course focuses on how young children, as they move from scribbles to gradually more representational depictions, most commonly create these pictures through graphic art media. Such graphic art is not only a form of creative expression, which gives the teacher insight into children's thinking, but also is a child's first step toward writing. Participants will examine graphic arts in terms of drawing, printing, and printmaking using various materials.



CHLD 2017 Understanding Temperaments of Infants and Toddlers

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC: II. Understanding Child Growth and Development
1. Basic Child Development
3. Individual Differences

CDA Content: • Social and Emotional Development

Fee: \$20

Target Audience: Providers who work with infants and toddlers

Overview: This course will define temperament and explain its importance in the development of infants and toddlers. It will focus on five temperament characteristics – activity level, approach/withdraw, intensity, mood, and persistence. The construct of "goodness-of-fit" will also be emphasized and strategies for interacting with infant and toddler children who demonstrate a variety of temperaments will be given. Participants will have the opportunity to explore their own temperaments and to discuss case examples of infants and toddlers with extreme temperaments.

Objectives:

- Define temperament and identify the five dimensions of temperament – activity level, approach/withdraw, intensity, mood, and persistence.
- Explain what "goodness-of-fit" means.
- Identify temperament characteristics.
- Identify strategies to adapt the environment to improve "goodness-of-fit" for children with different temperaments.
- Recognize the importance of language in describing children with different temperaments.
- Identify strategies for helping children with different temperaments adapt to their environment.



CHLD 2050 Why is Creativity Important?

Length: 60 – 90 minutes

Credits: 4 clock hours / 0.4 CEUs

CC:

- II. Understanding Child Growth and Development
 - 1. Basic Child Development
 - 4. Influences on Development
 - 5. Strategic Facilitation of Development
- V. Learning Environment
 - 2. Learning Strategies
 - 3. Curriculum
- VI. Effective Interactions
 - 1. Relationships

CDA Content:

- Physical and Intellectual Development
- Social and Emotional Development
- Principles of Child Development and Learning

Fee: \$20

Target Audience: Providers who work with infants, toddlers and preschool children

Overview: This course defines creativity and why it is important for children to be able to be creative through a variety of ways and in many different situations. It will examine the role aesthetics play in creativity and compare and contrast creativity and divergent thinking with conformity and convergent thinking. Possible barriers to creativity will be presented. The course will also include how art fosters child development and the development of positive self-concept in children. Both the ways parents and teachers help children develop creativity and enhance children's creative expression will be addressed. Classroom environments, attitudes of openness, acceptance and encouragement that allow for creativity will be discussed.

